

of initiative, on a constructive response to problems. Too often today education tends to develop receptive qualities and to neglect productive abilities. In most fields so much knowledge has to be acquired before new contributions can be made that a student is frequently confronted with results without being brought to understand the creative approach that led to the original discoveries. Naturally he cannot be expected to make new discoveries, but he can be brought to acquire an attitude that leads to discovery. The pedagogical problem of helping a student to combine the acquisition of knowledge with such constructive thinking is different in every field. To develop adequate teaching methods for accomplishing this has been from the first one of the aims of the College.

In the fields of art, music, drama, and writing, work can be made primarily a training in such a constructive approach; for only by writing can one learn to write, and only by painting can one learn to paint. Work in the arts, besides having a function of its own, can thus become an instrument of general education. It, therefore, has a place equal to that of courses that usually occupy the center of the curriculum. Work in the arts activates imagination and inventiveness and a sense of organization; it increases sensitivity of perception and emotional response to form. Feeling needs discipline no less than intellect. Through work in the arts students learn to rely on their own experience and to grow independent of interpretations by others; they are led to discover how to give thought and feeling a tangible form.

As an indispensable complement to the traditional liberal arts training, our time requires the development of practical ability. The College as a community provides a natural opportunity for demonstrating to the student the various kinds of work which together keep a social organization functioning. He realizes that a share of work falls to him as a member of the community, as it does to professor and hired worker. Engaged in planning, building or farming, doing office or library work, he can acquire skills and develop resourcefulness together with an understanding of good workmanship; he learns to evaluate work for its quality rather than for its kind. He experiences the discipline necessary to coordinate his work with that of others and the obligation he has toward others to complete a given task. He comes to know the power of joint effort. Finally he may learn to direct the work of others. He will realize, however, that where the prime emphasis is on education the development of ability takes precedence over immediate efficiency of workmanship, though efficiency remains an ultimate goal.